

# CHAPTER I

## INTRODUCTION

In present chapter will elaborate several aspects including the background of the research, problem identification, limitation of research, questions of research, and, objective of research.

### 1.1. Research Background

The teaching and learning process continues to develop and get change in every era, especially in 21st-century era teaching. Teaching in the 21st century involves the integration of technology to support digital skills learning and requires strategies that allow students to demonstrate skills that responded to the rapidly changing societies, workplaces, and environments such as creativity, teamwork, higher-order thinking skills, and idea communication skills. (Acedo & Hughes, 2004; González-Pérez & Ramírez-Montoya, 2022; Walser, 2008). Education using a 21st-century learning framework, moreover, is considered to be important both for the teacher and students. When providing a 21st-century learning framework, teachers could be able to not just pursue the learning outcomes but also supply students with the adaptation of the 21st-century era (Kovacs, 2017). Meanwhile for the students, in the 21st century integrated into the learning process, students could create innovative solutions employed collaboratively to solve real-world issues and communicate the issue solutions to others (Beers, 2011).

In Indonesia, moreover, the approach of adopting 21st-century learning could be seen in the recent curriculum (Kurikulum Merdeka Belajar) developed by the Ministry of Research and Education. The Kurikulum Merdeka Belajar was designed based on the policy of Merdeka Belajar. The policy of Merdeka Belajar itself leads every education faculty to enhance learning that supports the nowadays era (Marisa, 2021). Furthermore,

According to the study that elaborated on the relevancy of the 21st-century era with the Kurikulum Merdeka Belajar conducted by (Hasnah & Haryadi, 2022; Indarta, et al., 2022), the study stated development of Kurikulum Merdeka Belajar had been developed to fulfill the 21st-century learning framework by employing the 4C skills within the Kurikulum Merdeka Belajar.

The integration of 4C skills as the skills employed in the Kurikulum Merdeka Belajar leads these skills to become one of many main features in the nowadays learning process in Indonesia. According to Chiruguru (2020), 4C skills are defined as skills that have four main skills, namely communication, creativity, collaboration, and critical thinking that fulfill the 21st century's workforce skills demands that the jobs in this 21st-century era. These skills arguably also already have benefits in the learning process. 4C skills could have a great impact that guiding students to have critical thinking in finding, sorting, and synchronizing information; collaboration in collaborative work; communication in written communication (Ratminingsih et al., 2021).

However, based on preliminary observations conducted in the tenth-grade English class of the DKV department of SMK N 2 Seririt was founded that the integration of 4C skills was not effective because the textbook provided by the government lack of focus in delivering the content of 4C skills to elaborate meaning that in a certain part of the chapter, the 4C skills only delivered single or multiple but not fully all the four skills and the content of textbook was not authentic be used for every department in vocational high school. Meanwhile, according to Wahzudik et, al (2018), a group of researchers at the vocational high school level, vocational high school education should be based on the learning that helped students to enhance their practical skills, in order to prepare students for the jobs, workplace, and to adapt technology and information. A great implementation of 4C skills should be followed by great resources and pieces of training (Agaouglu & Demir, 2020).

Reflecting on the scenario where there was a lack of textbooks as the learning facilitation to integrate 4C skills in the learning process, developing instructional materials could be the solution. Developing instructional materials aimed to enhance the educational quality or the performance in an effective way for students (Ajoke, 2017). Developing instructional material can expose the learner to various learning methods and content based on conceptual thinking (Amadioha, 2009). Moreover, precise and aimful instructional material is required, this helps the students to follow the learning process and promotes repeating the practical skills for students (Donkor, 2010).

Regarding research in developing instructional material, there are two kinds of instructional materials that need to be considered including main material and supplementary material. According to Hakim (2009) instructional material can be divided into two kinds, namely main material which is the mandatory material, and supplementary material which is the complementary or enrichments materials. Regarding the kinds, developing supplementary materials could be a proponent and the enrichment of the main materials. The supplementary material, moreover, provides extra social life knowledge such as problem-solving, practical content, and authentic materials related to real-life students' needs (Fajriati, 2020). Another study done by Thakur (2015) which in his study emphasizes that supplementary materials in the English classroom promote students' interest and willingness to learn and these supplementary materials help students to get meaningful practice in a real-life language context besides the main materials.

There were previous studies that conducted development studies, namely: (1) Study in developing reading materials for an English class at the computer networks department of vocational high school level conducted by Noho et al. (2018) the study use tenth grade students and develop English reading material for tenth-grade students of a computer network using an R&D research model, the result of the study was the supplementary

material helped the computer network department students learn English. (2) Erfiani et al. (2019) also conduct a study regarding the development of reading supplementary materials for eleventh-grade students using an R&D research model, the result of the study was R&D model conducted helped the researcher to develop supplementary material based on the need analysis however, this study did not mention the result of the prototype. (3) another study elaborated on the development of supplementary materials conducted by Papatungan et al. (2018), the study took the tenth-grade nursing department of vocational high school level English speaking for the material developed, the results of the study were the supplementary material developed was categorized as strongly agreed and the students mostly showed positive responses on the supplementary material.

Concerning 4C skills as the demanded skills in 21st-century skills and as components of Kurikulum Merdeka Belajar, the lack of textbooks to implement 4C skills in the learning process, and the remaining unclear number of studies that took development study to develop supplementary material integrated 4C skills in tenth-grade vocational. Therefore, the present study took development research using the D&D model combined with the ADDE (Consisting of Analysis, Design, Development, and Evaluation) framework model to develop English supplementary material integrated 4C skills in the tenth-grade vocational high school level.

## **1.2. Problems Identification**

The demands of 4C skills in the 21st century are needed for students, and the Indonesian official curriculum or Kurikulum Merdeka belajar also included these skills to be mastered by students. However, based on the preliminary observations conducted related to the use of English learning materials in the tenth-grade DKV Department at SMK N 2 Seririt found that the learning materials should focus to enhance skills based on the Merdeka curriculums

including 4C skills, but the textbooks as the mandatory resources cannot help students to promote 4C skills because the content that this book brings is too general for every department in vocational high school.

Since the textbook given by the government should be implemented in the classroom as mandatory. Developing supplementary materials can be a proponent or support for the main materials and helped the learning process. However, the research that elaborates on the developments of supplementary materials as proponents for main materials to promote 4C skills remains unclear.

Therefore, In this scenario, the researcher wants to conduct a *D&D* or Design and Development Research that adopt ADDE model to develop 4C skills integrated supplementary materials for English subject for tenth-grade vocational high students. The vocational high school level is chosen by the researcher due to the research about the development of English supplementary materials integrated 4C skills for vocational high school level remains unclear, especially DKV department of vocational high school.

### **1.3. Problem Limitation**

This study was limited to developing supplementary material based on 4C using Canva application for the second semester in the academic year 2022/2023 of tenth-grade vocational high school students of SMK Negeri 2 Seririt. Therefore, the aim of this study is to find out how the development and elaborate the quality of integrated 4C English supplementary materials.

#### 1.4. Research Questions

The following questions are the research questions of this study:

1. How to develop supplementary material integrated 4C skills for the second semester of tenth-grade of the DKV department of vocational high school students at SMK N 2 Seririt?
2. How is the quality of developed supplementary material integrated 4C skills as a proponent for the main material for tenth-grade second-semester of DKV department students at SMK N 2 Seririt?

#### 1.5. Research Objective

There are research objectives based on the research questions above, namely:

1. To develop supplementary material integrated 4C skills for the second semester of tenth-grade of the DKV department of vocational high school students at SMK N 2 Seririt.
2. To Investigate the quality of developed supplementary material integrated 4C skills as a proponent for the main material for tenth-grade second-semester of DKV department students at SMK N 2 Seririt.

#### 1.6. Research Significance

There are theoretical and practical significances in this research, including:

1. Theoretical significance

Since the present study elaborates on the procedure of development of 4C skills integrated English supplementary material, the result is expected to can be a reference

for future study or to enrich the information regarding the development of 4C skills integrated English supplementary material to wide audiences in the educational field and other related fields.

## 2. Practical significances

- a. Promoting 4C (Communication, Collaboration, Critical Thinking, and Creativity) skills-based learning material to the students.
- b. Facilitating the English teachers with supplementary material as a proponent for the main textbooks or material to foster 4C skills implementation.
- c. Providing beneficial information regarding the development and quality of integrated 4C skills English supplementary material.
- d. Providing a reference for future studies to conduct the same research about developing integrated 4C skills English supplementary material.

